DOCUMENT RESUME

ED 196 825 SP 016 013

AUTHOR	Shulkin, Sunny: And Others
TITLE	Teacher Skill Guide for Combatting Sexism. Module 3: Dealing with Resistance to Change.
INSTITUTION	Education Development Center, Inc., Newton, Mass.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE	79
GRANT	G007605329
NOTE	53p.: For related documents, see SP 016 011-020.
AVAILABLE FROM	WEECN Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160 (Package price for 13 Modules and Leader's Guide, $16.25).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Attitude Change: *Change Strategies: Elementary Secondary Education: Inservice Teacher Education: *Negative Attitudes: *Sensitivity Training: *Sex Bias: Sex Fairness: Student Attitudes: *Student Reaction

ABSTRACT

This workshop module is designed to increase teachers' understanding of the resistance they are likely to encounter from their students when introducing emotionally laden content (e.g., issues of stereotyping and sex bias), and to provide them with strategies for preventing, dealing with, and reacting to student resistance. A booklet for use in classroom activities is included. This contains strategies and principles that have proven helpful in both preventing resistance among students and reacting to their resistance once it is expressed. Guidelines for the teacher are followed by activities and examples that relate to each guideline. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196825

TEACHER SKILL GUIDE FOR COMBATTING SEXISM

Module #3

Dealing with Resistance to Change

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Janet Wirth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

SP 016 013

TEACHER SKILL GUIDE FOR COMBATTING SEXISM

Module #3
Dealing with Resistance to Change

COURSE DEVELOPMENT TEAM

Sunny Shulkin
Earline Sloan
Wendy Leebov Gollub
Allie Mooney Mulvihill

ADMINISTRATIVE TEAM

Debra Klinman, Project Director
Carol Farley Kessler, Administrative Coordinator
Wendy Leebov Gollub, Course Development Coordinator
Julie Moser, Project Secretary

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary

Mary F. Berry, Assistant Secretary for Education

MAY 9 1980

The activity which is the subject of this report was supported in whole or in part by the Office of Education, U.S. Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

The work upon which this publication is based was performed pursuant to Grant No. G007605329 under the Women's Educational Equity Act of 1974, Department of Health, Education, and Welfare, U.S. Office of Education.

DISCRIMINATION PROHIBITED - No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most educational programs or activities receiving Federal assistance.

Distributed and printed by Education Development Center, 1979
55 Chapel Street, Newton, Mass. 02160

CONTENTS

MODULE #3: DEALING WITH RESISTANCE TO CHANGE

OBJECTIVES 1

SUGGESTED TIMING 1

WORKSHOP DESIGN

Activity I.	Resistance: An historical perspective	1
Activity II.	Synectics exercise on resistance	2
Activity III.	Brief lecture on resistance.	2
Activity IV.	Using the Classroom Activities Booklet	4
Activity V.	Reacting to resistance	5
Activity VI.	Classroom activities: Decision time	6

CLASSROOM ACTIVITIES: A BOOKLET FOR PARTICIPANTS TO USE WITH THEIR STUDENTS

Overview.		11
How to Use This Booklet		11
Section I.	Preventing Resistance	12
Section II.	Reacting to Resistance.	19
Appendix One.	Class Interviews.	21
Appendix Two.	Sharing Circles	23
Appendix Three.	Sharing Pages	27
Appendix Four.	Listening Practice.	29
Appendix Five.	Killer Statements and Gestures.	31
Appendix Six.	Historical Approaches	37
Appendix Seven.	Sex Bias in the Classroom: Some Questions and Answers for Parents	47
Appendix Eight.	How to Use Active Listening to Handle Resistance.	51

MODULE #3: DEALING WITH RESISTANCE TO CHANGE

OBJECTIVES

*To increase participants' understanding of the resistance they are likely to encounter in their students when introducing emotionally laden content (e.g., issues of stereotyping and sex bias)

*To provide participants with strategies for preventing, dealing with, and reacting to student resistance

SUGGESTED TIMING

	Activity	Suggested Time
I.	Resistance: An historical perspective	20 minutes
II.	Synectics exercise on resistance	10 minutes
III.	Brief lecture on resistance	5 minutes
IV.	Using the Classroom Activities Booklet	30 minutes
V.	Reacting to resistance	25 minutes
VI.	Classroom Activities: Decision time	15 minutes

More time may be needed for activities V and VI in order to cover the issues adequately.

WORKSHOP DESIGN

Activity I. Resistance: An historical perspective

Objective

*To introduce the topic of resistance within an historical framework

A. To the leader

1. Present a brief lecture, such as the following:

"I want to explore with you explicitly the important topic of resistance. It is an important concept because whenever someone tries to change the status quo -- in any area, including liberation from sex role stereotypes -- other people are likely to resist. Such resistance to change is inevitable. My goal is to help you, as teachers to introduce new ideas and important changes in your own classrooms, and to handle constructively the resistance that will inevitably occur among your students.

"To begin, I'd like to place the women's liberation movement in an historical context, in order to explain some of the resistance you are likely to encounter. In addition, by using such an historical approach, you can introduce the notion of liberation in your classroom, minimizing initial student resistance by helping your students understand the movement."

2. Develop the rest of your lecture from the information in Appendix Six of the Classroom Activities Booklet accompanying this module. Tell participants that they will receive a copy of the Booklet; since it contains a summary of this lecture, participants need not feel pressed to take notes.

B. Group activity
   1. Ask participants to consider this question: "What are some common current beliefs about girls and boys, women and men that might seem ridiculous to people who live 30, 50, or 100 years from now?"
   2. Ask participants to volunteer to share their ideas with the rest of the group.

Activity II. Synectics exercise on resistance

Objective
*To broaden participants' ideas and imagery of resistance -- the forms it takes and its uses

A. To the leader:
   1. Have participants form small work groups (four or five members).
   2. Give each small group a slip of paper with one of the following tasks on it:
      a. In the world of animals, list ways in which you think resistance is demonstrated.
      b. In the world of fish, list ways in which you think resistance is demonstrated.
      c. In the world of elementary-age school children, list ways in which you think resistance is demonstrated.
      d. In the world of secondary-age school children, list ways in which you think resistance is demonstrated.
      e. In the world of infants, list ways in which you think resistance is demonstrated.
      f. In the human body, list ways in which you thing resistance is demonstrated.
   3. Have small groups work on their respective tasks and record their responses.
   4. Ask a spokesperson from each small group to read his or her group's responses aloud to the large group.
   5. Ask participants to form pairs and respond to this: "When I am resisting, I'm most like (choose an animal)." Partners should elaborate briefly on their responses.

Activity III. Brief lecture on resistance

Objective
*To focus on resistance as a classroom dynamic

A. To the leader:
   1. Present a brief lecture, touching on the following points:
      a. Teachers who attempt to introduce new, challenging methods and materials into their classrooms often meet with student resistance. There are three reasons to focus on this issue:
         1) It is almost certain to happen in your classroom when you apply the strategies you're learning here.
         2) Resistance can be destructive if not monitored.
         3) When carefully channeled, it is a positive and necessary ingredient in all change processes; you should therefore begin to acknowledge and handle it as such.

b. Resistance is a natural, inherent reaction in living organisms to stop, withstand, or hinder anything -- any person, any idea -- that is perceived as potentially harmful, destructive, or threatening.

c. There are several forces within each person that generate and sustain resistance:

   1) Once a person is taught one method, one idea, etc., there seems to be a strong investment to continue doing, believing, thinking that way (e.g., teachers have a very hard time shaking the teaching styles to which they were first exposed when they were school children themselves).

   2) We tend to assimilate the values and beliefs of the adults who raise us; later, when dissonance occurs, we can experience some unusually strong feelings of wanting to "hang on"; in fact, after the rebellious years of adolescence, we are more like our parents than we care to admit.

d. Resistance is also generated by several factors operating in the large society to which we all belong, including:

   1) societal demands for conformity to norms and status quo.
   2) the pressure exerted by vested interest power holders.
   3) the cultural belief that some things (e.g., motherhood) are sacrosanct and unassailable.
   4) a sense of interdependence founded on a distrust of outsiders and their ideas (e.g., outside our family, outside our ethnic or racial group).

e. Not only is resistance a natural and expected force, but is can produce several positive effects. It contributes to stability in personality, duration of character, and informed, intelligent action.

f. In summary, resistance to new ideas and attitudes is a force that is inevitable. Therefore, as teachers we need to deal with it, learning to keep it within positive limits to that we can use it to effect changes in our students.

g. In this module, we are going to examine two kinds of techniques for dealing with resistance: those that can help us prevent resistance, and those that can help us react to it when it occurs. I wil begin by presenting some activities geared to prevention and then move on to reactive strategies. During the nest activity, I will distribute to each of you a Classroom Activity Booklet. It is filled with concrete ideas for classroom activities that focus both on preventing and reacting to resistance. It also presents generalized "tips" about dealing with resistance in the classroom. I think you will find the booklet quite helpful as a reference source as you work on eliminating the forces of sex-role stereotyping in your classroom and in the lives of your students.

Activity IV. Using the Classroom Activities Booklet

Objective

*To familiarize participants with a variety of classroom strategies for dealing with student resistance.

A. To the leader:

1. Have participants form small work groups.
2. Distribute a copy of the Classroom Activities Booklet to each participant.
3. Have participants skim through the first part of the booklet, Section I: Preventing Resistance.

B. Sharing Circles: A technique for preventing resistance

1. When the work groups reach the section in the Classroom Activities Booklet which focuses on sharing circles, ask all participants to form one large group.
   a. Explain that sharing circles are often helpful as an introductory technique for handling student resistance. There are several reasons why sharing circles are effective:
      1) Resistance to change is lessened when trust and understanding exist in a group; sharing circles build trust.
      2) A sharing circle is a forum that allows students to "take a stand" without getting entrenched by a lot of verbiage in one position.
      3) A sharing circle allows everyone to share who wishes to and puts such limited demands on participants (one sentence) that shy persons feel confident and verbal ones are reasonably restrained.
      4) A sharing circle destroys that common "delusion of uniqueness" that erects barriers and diminishes trust among people.
   b. After explaining this, assume the role of "teacher" and have participants assume the role of "students". Now run a sharing according to the instructions in the Classroom Activities [illegible]. Be sure to explain all of the rules to the participants. Some sentence starters you might want to use are:
      "I feel alone when...."
      "I like being a girl)boy) because...."
   c. After completion of the technique, emphasize the importance of teacher modeling when running a sharing circle. Present a brief lecture such as the following:

"By virtue of being teachers, we exercise a potent influence over our students, by example, whether we like it or not. Students tend to look up to teachers and ti imitate them in all kinds of ways. Students assimilate much of what we say and do; even in areas where there is no direct imitation, students take in and draw on our thoughts and behaviors later (e.g., did you ever see youngsters 'playing school'?).

"It's important for you to realize your power as models, and to use your influence deliberately. That is, capitalize upon yourself as a model by deliberately exemplifying thoughts, feelings, and behaviors that diminish sex-role stereotyping and sex bias in your classroom and in your students' lives. One way

you can do this is to consider the kind of example you are going to be in the area of personal sharing in the classroom. If students see your personal sharing in sharing circles as genuine, thoughtful, and open it will register and they will tend to follow suit. This isn't always easy. Just as it may be threatening for some of your students to expose certain parts of their inner lives, it may well be threatening for you, too. Yet, it is important for you to try to be genuine and honest model for your students."

d. Now, divide participants into small groups again. Have one person at a time assume the role of "teacher"; others in the group assume the role of "students." Each "teacher" practices running a sharing circle using sentence starters generated by the group (or you).

Activity V. Reacting to resistance

Objective

*To familiarize participants with strategies for reacting effectively and constructively to student resistance once it occurs

A. "Fear in a Hat"

1. Have participants form a single large group. Ask each participant, working alone, to respond in writing to this question: "What kinds of student resistance have you encountered or do you expect to encounter as you work to eliminate sex-role stereotyping and attitudes?"
2. Ask participants to review their responses and then focus on one point of resistance that is--or could be--particularly strong.
3. Ask participants to try to pinpoint the source of that resistance: What fear is being raised? Why is it threatening? Why is it challenging?
4. Have each participant write a brief "fear message," capturing the essence of the fear, challenge, or threat which seems to be at the source of the resistance, e.g.: "I'm afraid you'll make me flounder with insecurity by suggesting that my parents' values and way of life are bad"; or "I'm afraid I'll be persecuted by my friends if I take nonmacho positions."
5. Have participants move now into small work circles (approximately 10 members).
6. Each participant anonymously contributes her/his "fear message" by putting it into a "hat" in the center of the circle.
7. Have each participant choose one message out of the "hat" (not her/his own message) and read it aloud to the rest of the group as if it represented an actual, real, deeply felt personal concern.
8. Have the members of each small work group participate in a problem-solving sequence for each area of resistance that is expressed, using the Classroom Activities Booklet on resistance as a resource.

Activity VI. Classroom activities: Decision Time

Objective
*To emphasize the usefulness of the Classroom Activities Booklet on resistance as a classroom tool
*To initiate decisions regarding classroom implementation of strategies

A. To the leader:
1. Have participants form small work groups according to the grade level they teach or are interested in teaching.
2. Ask participants to review the Classroom Activities Booklet on resistance with a focus on selecting an entry point for implementation in their own classrooms.
3. Ask participants to share their selections, decisions, and ideas with the other members of their small work groups.

CLASSROOM ACTIVITIES: A BOOKLET FOR PARTICIPANTS
TO USE WITH THEIR STUDENTS

COURSE DEVELOPMENT TEAM

Sunny Shulkin
Earline Sloan
Wendy Leebov Gollub
Allie Mooney Mulvihill

ADMINISTRATIVE TEAM

Debra Klinman, Project Director
Carol Farley Kessler, Administrative Coordinator
Wendy Leebov Gollub, Course Development Coordinator
Julie Moser, Project Secretary

13

SUGGESTED ASSIGNMENT:

Read through all of the guidelines in Section I and Section II.
Complete at least two activities in Section I.
Complete at least two activities in Section II.

OVERVIEW

This booklet contains a smorgasbord of strategies and principles that have proven helpful in both preventing resistance among students and reacting to their resistance once it is expressed. The particular strategies included here are suited to the varied kinds of resistance that students will express in discussions of sex biased classroom practices, norms that defy sex-role stereotypes, and both explicit and implicit references to the dynamics of sex-role socialization. However, these strategies apply more broadly to resistance regarding other substantive issues such as resistance to authority or to becoming involved in class activities. Therefore, you can practice resistance strategies around whichever issues or activities your class happens to be addressing.

> Resistance is the opposite of assimilation and learning, and represents the refusal to reorganize the values, expecially the ego values. With age, of course, the values become more firmly established, and adaptability decreases. To the psychiatrist, the striving of the patient to maintain (her) his organization appears as a symptom of perversity. To the educator it appears as an obstacle to learning. But if we would really understand these resistances, we must see them not as neurotic or abnormal manifestations, but as wholly natural devices for avoiding reorganization. If a person were able to adapt (herself)himself as readily as is sometimes expected (s/)he would have no personality.
>
> Whether resistance be thought of as desirable or undesirable, therefore, is wholly a matter of the point of view. The loyalty to individual values may interfere with efforts to change them, but this loyalty is also the source of honesty and integrity.[1]

People function on a continuum between safety and growth which needs to be respected. While, for the sake of students' growth, we as teachers need to push against students' resistances, at the same time, we need to create conditions that allow students to feel some degree of safety. For instance, they need to feel comfortable in saying "That's something I'm not willing to do"; or "That's an idea I won't entertain." The teacher is a guardian of this particular aspect of growing, requiring the sensitivity to ascertain when students need to be pushed against their resistances and when they need to be protected.

HOW TO USE THIS BOOKLET

As you read throught the following pages, you will find guidelines for preventing and reacting to student resistance, followed by activities and examples that relate to each guideline. In some cases, you will find specific ways that you might implement the guidelines in your classroom. Begin by reading through all of the guidelines, since they represent accumulated operating principles about how to prevent and react to resistance. Then, go back and read the activities related to those guidelines you decide to apply in your own classroom.

---

[1]Prescott Lecky, Self-Consistency: A Theory of Personality. Hamden, Conn.: The Shoe String Press, Inc., 1961, p. 162.

SECTION I: PREVENTING RESISTANCE

GUIDELINE A. Create an atmosphere of trust and oppenness around content unrelated to sex bias. Structure trust-building activities such that people can voice their thoughts and feelings in an atmosphere of acceptance.

Generally speaking a new group member will be threatened by a group (s/)he joins, even if all of the other group members are new also. What a new group member is most threatened by is that (s/)he will be damaged or exploited. These threats or fears usually diminish in an atmosphere of sharing.

As persons share, each becomes more distinct, human, believable, and vulnerable. With sharing, barriers come down, cohesiveness grows, and anonymity diminishes. Each person establishes (her)himself in the group with strengths, weaknesses, problems, flaws, imperfections, capabilities, and untapped resources revealed. As each person becomes more known, each person becomes less formidable, less isolated, less ambiguous, and less threatening. Instead, (s/)he becomes more sharply defined, more sympathetic, more supportive, and more in accord with each other member of the group.[1]

Related Activities and Examples

1. Model openness and trust by sharing personal anecdotes and expressing your own opinions and feelings.
2. Structure personal sharing activities, expecially those occurring in small groups, to build openness and trust. For instance, divide the class into groups of four to six. Have each small group arrange themselves so that they can see and hear one another easily. Then, ask students to share their reactions to a given topic:
   a. Fire in the house: If a fire occurred in your house and you could rescue any three things (the people are all safe), what three things would you rescue?
   b. One-minute autobiography: Tell us about yourself.
   c. Magic Box: If you were notified that a box was being held for you at the post office, and it could contain absolutely anything, tangible or intangible, what would you hope to find?
   d. What was your most memorable event of the last five years?
   e. What is your favorite embarassing story?
   f. Who are the people who have influenced you the most?
   g. Name three topics about which you could easily get on a soapbox.
   h. See: "Class Interviews," Appendix One, page 18.
3. Run some sharing circles. This is a highly structured technique for helping people express feelings, concerns and experiences in a nonthreatening and accepting atmosphere. Suggest a topic for sharing in the form of an unfinished sentence. Then, have your students take turns completing the sentence. This can be done in a very large group. (See Appendix Two, pages 19-22.)

---

[1]Alton Barbour, "The Self Disclosure Aspect of the Psychodrama Sharing Session," Group Psychotherapy and Psychodrama, 25, 1972, p.134.

GUIDELINE B. Establish explicit norms that encourage openness, divergent thinking, listening, owning statements, avoiding "killer" phases, and accepting peoples' feelings even when you disagree with their positions.

Related Activities and Examples

1. First of all, exemplify by your own behavior the norms you want establish.
2. Try a straightforward approach. State your belief that "Open, intelligent people consider many sides of an issue before adopting a firm, unbending position. Open, intelligent people can change their positions." Give successful examples from your own life in which, after exposure to new points of view, you changed your position and were glad. State your wish that the class adopt this as a norm. Hold a discussion about this norm. If a norm is adopted, make a group decision about how to refer to this norm when someone needs to be reminded of it.
   a. Have short debates to provide students with practice taking various stances on an issue. "Good debaters don't even know which side they will be on." Afterward, introduce the norm of role switching. That is, agree that when people seem rigid and single-minded in their positions, they can be asked to try on another point of view.
   b. For ideas for younger students, see Appendix Three, page 23.
3. Do activities to explore obstacles to listening. Then, state a norm about listening, especially applicable in charged discussions. For practice, introduce a rule that individuals must repeat what was last said before they can have their own "say." (For younger students, see Appendix Four, page 24.)
4. Be alert to "killer" phrases, gestures, or putdowns. It's helpful to establish a ground rule that outlaws "killer" phrases (such as "You're crazy"; "You're dumb"; "What do you know anyway?"). The victim may laugh and all may consider it just another joke, but frequently there is a residue of hurt, resentment or threat that tends to stifle communication. For activities on "killer" phrases and putdowns, see Appendix Five, pages 25-30.
5. Once norms are made explicit, post a list of them on the classroom wall, so that everyone can refer to them easily when necessary.
6. To keep awareness of norms high, you can use brief feedback devices after group discussions. During this discussion, how did people do on: Listening to one another? using "killer" words? being open to others' ideas?

GUIDELINE C. Before initiating a unit or activity related to sex-role stereotyping, consider your introduction carefully.

In terms of the particular nature of your student group, what do you think makes sense as an entry point? Create an appropriate balance between presenting broad goals and offering specific examples. If you establish and stress only the broad goals, students might not feel the personal impact of these goals and issues. Some specific examples could help here. However, if you overemphasize examples, your students might not be able to identify with them, and might reject the broader purposes.

Establish broad, clear purposes. Create a context into which the examination of specific issues will fit so that students will not feel that they are being hammered at or nagged.

Related Activities and Examples

One way to set the stage with a broad context might be to have students read books or passages on various oppressions. Generate feelings and thoughts about what it must be like to feel powerless, helpless, or to be treated as inferior.

GUIDELINE D. Explain goals and issues in ways that are valued by everyone, not just females or males.

For instance, Sandra and Daryl Bem claim that all people should be "androgynous"--that they should have a wide repertoire of behaviors, including those that are traditionally female and male. Both women and men should be assertive and nurturing, sensitive and strong. The fact is that we are all handicapped by sex-role stereotypes that limit our behavioral options. We could all be better people, if we had a rich variety of characterictics to call on in appropriate situations.

Such an explanation might help all students feel that "There's something in this for me" when you present issues of sex-role stereotyping.

Related Activities and Examples

Try an activity that gets everyone to think, "There's something in this for me":

Write the first thing that comes into your mind:

If I were strong, I could _____.
If I were gentle, I could _____.
If I were sensitive, I could _____.
If I were independent, I could _____.
etc.

GUIDELINE E. Create and constantly reinforce a mind set that makes it hard for students to oppose change--both in general and in relation to sex-role expectations.

Show that in the history of the world, change is normal and natural--the continuous process of evolution. For instance, "It's hard to believe that parents used to think that children should never speak unless spoken to" or "It's hard to believe that only the super rich had cars, that women were not permitted to vote...."

Show that a loosening of stereotypes and the movement toward nonsexist practices and attitudes meshes with values that students already hold. People are less likely to resist if you can show how a new idea fits in with what they already believe. Several strong values already held by students--values having no apparent relation to a new value--can be used as levers to demonstrate inconsistency between values already held and the new value. For further information, see Prescott Lecky, Self-Consistency: A Theory of Personality. Hamden, Conn.: The Shoe String Press, Inc., 1961.

Talk about resistance to change as a normal, healthy part of the process. Alert students that they and you as well will, of course, feel resistant at times, as all people with integrity do. Lecky's theory of self-consistency can be referred to here with older students.

Related Activities and Examples

1. Try a "Time Line" activity sheet. First, have students gather background information from books and films. Then have them work on a time line that illustrates how normal and natural the processes of change are.

	Stone Age	Middle Ages	Victorian Era	Today	The Future
people thought:					
people wanted:					

2. See Appendix Six, pages 31-37, for ideas on putting together a lecture to illustrate how nonstereotyped attitudes fit in with other beliefs that students already hold. For example:

"Probably most of you know the frustration of being treated as a 'type' instead of being seen as who you really are. We know and resent the pressures and limitations in being expected to be a doctor because Dad is, or a housewife because Mom is. People here know that such ideas need to be examined, not blindly adopted. We want to be free agents, to make our own responsible choices...."

Another example: If your students strongly believe that Blacks deserve equal job opportunities, you can point out how women have been denied such equality. Convey the expectation that people who believe one thing to be true will understand and believe a similar idea.

GUIDELINE F. Establish with your students a set of shared awarenesses and concepts that you can refer to when it is helpful. These might include:

*the phenomenon of projection--attributing to others something that is really true of yourself;

*the similarities between one liberation movement and another--the similar dynamics involved in the struggle for equity by Native Americans, Blacks, youth, and women;

*the inner conflicts and polarities that exist within each of us--people who are vehement pacifists tend also to have within them an equally strong attraction to violence. If this notion is accepted by students, it can be helpfully referred to when students adopt or attempt to understand extreme positions.

Related Activities and Examples

1. To work on understanding projection, have each student speak or write as an object in the room. For instance, "I am a light bulb--bright, noticeable, but close to burning out." Have all students take a turn with a different object. Then select one object (a cluttered table is great) and have everyone speak as that object. Ask students to consider the degree to which what they said as the object actually is true for them. Discuss the degree to which they expressed their individuality through their contributions. Give a two-minute explanation of projection, including examples, and emphasize that people benefit from speaking their own opinions and not speaking for one another.

2. Talk about inner conflicts and polarities. Encourage your students to watch for examples of this in their own lives and discuss their observations in class (for example, police officers who turn violent, a moralistic senator who pays for sexual favors with tax dollars).

> An individual who "converts" from one orientation to its exact opposite appears to (herself) himself and others to have made a gross change, but actually it involves only a very small shift in the balance of a focal and persistent conflict. Just as only one percent of the voting population is needed to reverse the results of an American election, so only one percent of an individual's internal "constituencies" need shift in order to transform (her) him from voluptuary to ascetic, from policeman to criminal, from Communist to anticommunist, or whatever. The opposite sides are as evenly matched as before, and the apparent change merely represents the desperate efforts made by the internal "majority" to consolidate its shaky position of dominance. The individual must expend just as much energy shouting down the new "minority" as (s/)he did the old; some of the most dedicated witch hunters of the 1950's, for example, were ex-Communists.[1]

GUIDELINE G. Avoid emotionally loaded or charged words, since these tend to generate exaggerated feelings and polarize peoples' differences. Instead use neutral, descriptive words.

1. Have students brainstorm words that come up in the discussion of sex bias, e.g., bigot, male chauvinist pig, feminist, bra burner, libber. Have them work in small groups and place these words on a continuum between highly explosive and neutral.
2. Discuss the costs and benefits of using words at various points along the continuum. Try to reach a group agreement to use more neutral words.
3. Provide practice by orchestrating short discussions between pairs of students in which they first use the charged words for a few minutes, and then use only the neutral words for another few minutes.

GUIDELINE H. Avoid allowing your students to voice strong positions publicly. Such public commitment tends to get people entrenched in a position so that it is difficult for them to consider other alternatives.

1. Have students write down their positions and save them. Meanwhile, structure group discussions in such a way that individuals take varying points of view, not just one. For instance, assign varied positions, asking students to advocate only the ideas that have been assigned to them.
2. Young children can practice arguing two points of view, particularly if you choose a familiar topic (e.g., school attendance should be voluntary/compulsory; junk food should be removed from the marketplace/ people should be allowed free choice in food selection).

---

[1]Philip Slater, The Pursuit of Loneliness: American Culture at the Breaking Point. Boston: Beacon, 1976, p. 8.

GUIDELINE I. Find ways to let students know that they aren't alone in their positions and feelings.

Related Activities and Examples

1. Try the activity called "Fear in a Hat." Ask students to write down a personal fear or concern on a slip of paper. All the slips are anonymous; they go into a hat which is passed around. Everyone withdraws a slip, and reads its fear message out loud as if it were their own. Emphasize common fears and shared emotions by asking students to summarize recurrent themes they've noticed.
2. Run sharing circles to get at student concerns. (See Appendix One, page 18.)
3. Introduce a topic about which you know students have fears and concerns. Have your students form small groups or pairs, and ask them to write about the topic. Then, ask the groups to share their ideas.
4. Identify with students when they express feelings, concerns, and ideas that resemble your own.

GUIDELINE J. Avoid any issues that will cause uncontrollable emotional responses in you, leading you to lose your perspective about the discussion and the group's dynamics.

Related Activities and Examples

1. You might say, "Based on previous discussions of this issue, I know that I can't listen and discuss it rationally. So, who thinks they can remain detached enough to take over for me?

GUIDELINE K. When issues are close and threatening to students, avoid exploring them at a personal level. Instead, distance them from your students to allow for more rational thinking.

Related Activities and Examples

1. You might want to treat such issues academically. For example, the issue of oppression can be introduced by studying colonial domination, or Nazism, or slavery. When sex bias is too threatening as a starter, you might study other "isms" that students are likely to feel strongly and more united about.
2. You might deal with sexism and issues of sex-role stereotyping, but not in relation to your students' own lives. For instance, you could study sex bias in history, novels, films, newspapers.

GUIDELINE L. Give students a chance to try a unit on sex-role stereotyping on an experimental basis. Briefly describe the issues you hope to explore and the kinds of activities you want to try, and seek your students' consent to try these during a specified period of time. Such an arrangement tends to increase students' to explore a topic with openness and interest.

GUIDELINE M. Anticipate your students' concerns and fears in dealing with sex bias. Address these before they have a chance to surface. Such concerns might include:

*fear of losing the respect of friends if they express their true positions;
*fear of humiliation and laughter if they say the wrong thing;
*fear of self-disclosure;
*fear of having the parents find out;
*fear of pressure to play roles that they don't want to play (like career woman).

Related Activities and Examples

1. Tell your students, in a matter-of-fact manner, what peoples' typical concerns are in considering certain issues. Stress the normality of having such concerns. Acknowledge them even if you can't answer them; this will tend to de-escalate the intensity of the concern.
2. Respond directly to the anticipated concerns. For instance: "You might be afraid that if you criticize your mother, it will get back to her and you'll be in trouble. If you're uncomfortable saying certain things, don't feel you have to say them. Also, I think it would help us all if we agreed to a confidentially pact." Or, "I can imagine that many of you are afraid to speak out about this for fear that your classmates will ridicule you. Although I hope it doesn't happen, it might. I can only remind you that if you have the guts to speak out, you are stronger for it even if others find it necessary, because of their own feelings or discomfort, to harass you for what you said."
3. Encourage your students to voice their concerns: "I can imagine that many of you have concerns about this activity. Before we do it, I think it would help if we all shared our concern." After this kind of sharing, you might say, "Now let's try the activity and see if the concerns were warranted. I think that just having had a chance to express them might have laid them to rest. We'll see."
4. Try some structured activities for venting feelings and concerns before entering into a classroom activity that is likely to be emotionally charged. This strategy will help lessen fears ahead of time.
   a. Thought/feelings cards: "Before we begin this activity, list three feelings you're having about it. Now, next to each feeling, write a thought you associate with it." Ask for volunteers to share their thoughts and feelings.
   b. Here and Now Wheel: "Draw a circle and divide it into quarters (⊕). In each quarter, write down a feeling you have now. You may find that your four feelings seem very different, even conflicting. That's common." Ask for volunteers to share their feelings.
5. Anticipate and preempt parental misgivings about issues related to sex bias and the handling of such issues in the classroom. (See Appendix Seven, pages 38-40.)

SECTION II: REACTING TO RESISTANCE

Overview

As you explore issues that involve attitudes and values, you will find that your students will resist. In fact, if they don't, it may indicate that the dissonance required for learning and change to occur has not been generated.

Student resistance may manifest itself in a variety of ways: some students withdraw, some show indifference, and some sabotage the situation. Others take the offensive by attacking you, or classmates, or the content being explored. If you react defensively, you'll probably increase and exaggerate student resistance. Instead, try using the de-escalation strategies presented on the following pages as ways of going with the resistance instead of stiffening against it.

GUIDELINE A. Attend to the person: show noncommittal acknowledgment. You can keep the door open to further thinking and expansion of ideas with noncommittal responses. It tells your students that you are listening and avoids interrupting the flow of communication.

Related Activities and Examples

Examples:

"Oh."
"Really."
"Hmm. I see."
"Do you?"

GUIDELINE B. Use door openers! Show your interest by inviting the student to say more.

Related Activities and Examples

Examples:

"Tell me about it."
"I'd like to hear your thinking. Let's discuss it."
"Sounds like you've got some ideas and feelings on this. I'm interested in what you have to say."

GUIDELINE C. Use reflective listening or paraphrasing. This allows students to hear their own resistance as you perceive it and sends the message that "I not only heard what you said, but I understand what you mean."

Related Activities and Examples

Check out, restate, or mirror back the sender's message. Don't make additional comments of any sort, just summarize what you've heard. "Is this what you're saying?"

GUIDELINE D. Use active listening when you see a student's resistance is a coverup for a concern, and the form of the resistance becomes a diversion or distraction from the real concern; deal with the underlying feeling.

For instance: About a certain issue a student might be passive, confused, angry, disruptive, indifferent. Instead of responding to this overt behavior, read between the lines. Reflect on what you suspect the underlying feeling or concern to be. This sends the message that "I not only heard what you said, but I understand how you feel about it, too."

Related Activities and Examples

1. Say "You sound (express a feeling)...." "You look (express a feeling).. "
2. See Appendix Eight, pages 41-45.

GUIDELINE E. Sometimes you might find the form of student resistance to be intolerable or unacceptable. In such cases it would be important to set appropriate limits while still accepting the underlying feelings.

Related Activities and Examples

A statement of boundaries can be a lifesaver when you want to outlaw a behavior without rejecting the student's feeling:

a. "It's okay for you to feel _____, but it's not okay for you to do _____."
b. "I can understand that you feel _____, but I cannot allow you to do _____."

GUIDELINE F. Acknowledge resistance as resistance. Give it a positive label. Talk about resistance as synonymous with "grappling seriously," "engaging energetically," and "showing strength of conviction."

Related Activities and Examples

Examples:

"You seem to be resisting. You know resistance actually shows the strength of your personality and convictions. I can see you're really grappling with this issue."

GUIDELINE G. Don't fight back. Surprise your students; point out to them that they are not alone.

Related Activities and Examples

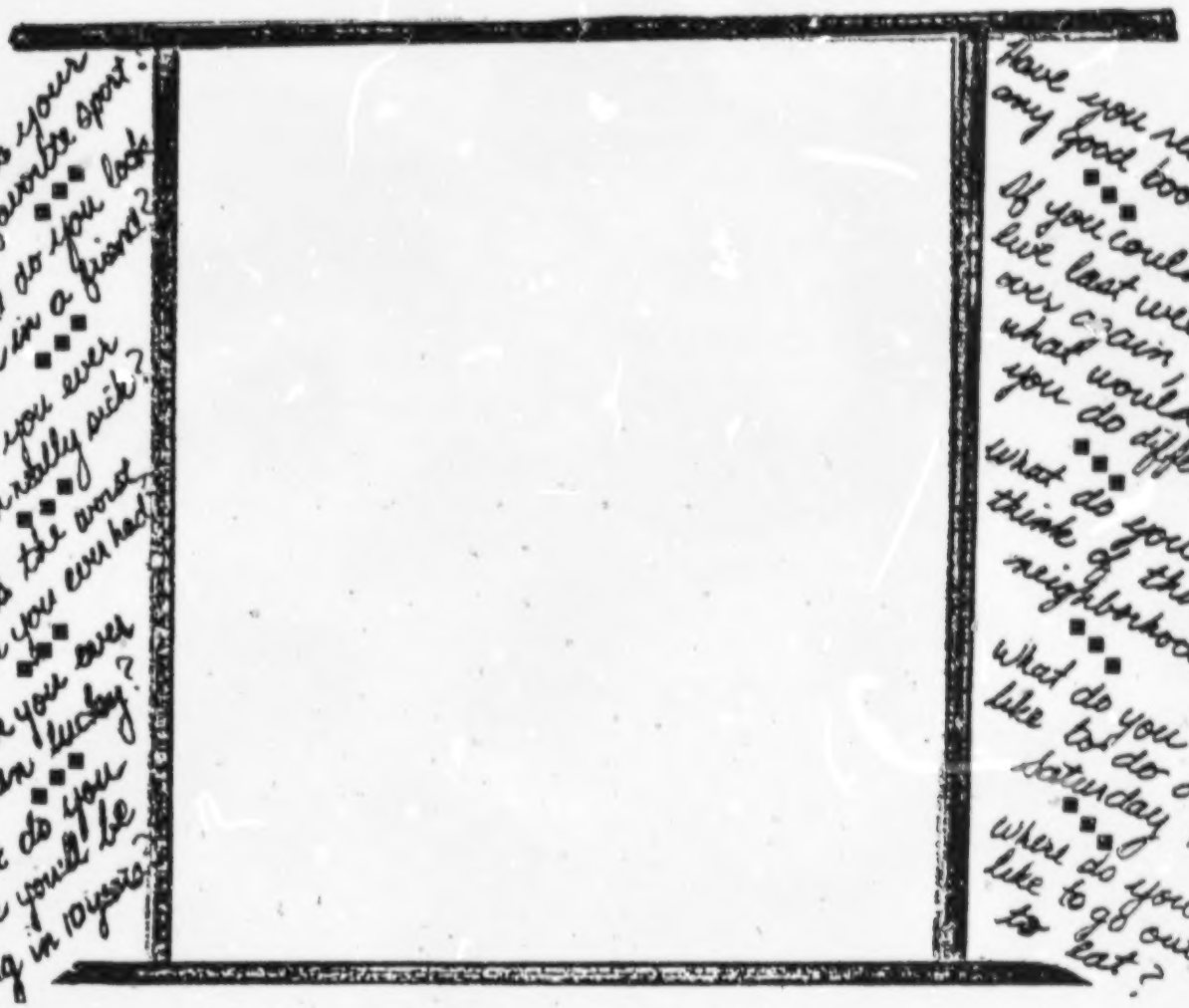
1. Share some experiences. Talk about times when you felt the same way.
2. Show your abiiity to advocate your student's positions. This will allow them to become less vehement in their resistance.

APPENDIX ONE

CLASS INTERVIEWS

The person I am interviewing is: _____

YOUR JOB IS TO FIND OUT AS MUCH AS YOU CAN ABOUT THE PERSON IN 10 MINUTES. THE PERSON WILL BE ASKING YOU QUESTIONS TOO. SOME SAMPLE QUESTIONS ARE ON THIS PAGE. PUT YOUR ANSWERS IN THE BOX. JUST WRITE ENOUGH SO YOU WON'T FORGET THE ANSWERS.


What's your favorite sport?
What do you look for in a friend?
Have you ever been really sick?
What's the worst luck you ever had?
Have you ever been lucky?
What do you think you'll be doing in 10 years?
Have you read any good books?
If you could live last week over again what would you do differently?
What do you think of this neighborhood?
What do you like to do on Saturday?
Where do you like to go out to eat?

YOU'LL BE READING YOUR INTERVIEW TO OTHER PEOPLE. ASK THE PERSON IF THERE IS ANYTHING SHE OR HE DOESN'T WANT YOU TO MENTION. IF THERE IS, CROSS IT OUT.

WHEN ALL THE INTERVIEWS ARE DONE, YOU'LL INTRODUCE YOUR PERSON TO THE WHOLE CLASS AND TELL WHAT YOU LEARNED ABOUT HER OR HIM.

S. Shulkin, K. Doughty, S. Smith, The Together Book (School District of Phildelphia, 1974).

APPENDIX TWO

SHARING CIRCLES

GUIDELINES FOR RUNNING A CIRCLE*

1. Teacher sets the scene. This may mean setting some ground rules such as:

   One person talks at a time.

   Everyone looks at person talking.

   (Choose one) We will go around the circle. If you don't want to talk, pass. Passing is fine.

   or

   We won't go in order. When you want to speak and no one else is in the middle of a sentence, speak.

2. Teacher (or eventually student leader) provides a handle.
3. Teacher shares first (optional) to establish risk level and provide model.
4. Alert the group a couple of minutes before ending circle, so that people holding back will speak up.

Teacher behaviors that help:

People are expressing feelings. You must be accepting and non-evaluative. The circle is supposed to be a safe place. Do everything you can to make kids feel safe in it. Encourage listening. Listen to kids, nod, smile, look at them, lean forward, show caring.

Only say things that help people feel heard and accepted or say nothing!

Acceptable Responses

"I'm glad you shared that."
"Me, to."
"Wow, I didn't know that about you."
"No wonder you felt that way."
"That's exciting."
"You felt that strongly, didn't you?"

There is absolutely NO SUCH THING as a wrong answer, AND I MEAN IT.

*Adapted from H. Bessell and U. Palomares, Methods in Human Development. El Cajon, Calif.: Human Development Institute, 1970.

Examples of sentence starters for trust building:

	Awareness	Mastery	Social Interaction
K-4	I fight when...	I can do my best when...	I like school when...
	I could jump for joy when...	I couldn't before, but now I can...	I like the teacher when...
	I feel loved when...	I read best when...	I feel happy when you...
	I hate the world when...	I'm good at...	My parents get angry at me when...
	After school I like to...	Today I learned...	Others like me when I...
	I feel icky when...		
5-6	I worry about...	A sport I do well at is...	People like me when I...
	I feel foolish when...	I'm a big help to mom by...	I like my teacher when...
	I feel most relaxed when..	I don't do my work when...	What I like in a friend is...
	When I get a pink slip, I feel...	Something I do well is...	Others make me angry by...
	A time I felt embarrassed was...	I want to do better at...	I help others by...
7-8	I like to look nice because...	I made progress by...	I'm ashamed of my class when...
	I feel let down when...	Lately, I learned to...	I don't like my gang when...
	When it rains, I feel...	Work becomes difficult when...	I like my dad when...
	I feel good when...	I work best when...	Something I like to do for others is...
	I feel sad when...	I would like to learn to...	I like people who...
	I feel frustrated when...		
HS and COLLEGE	I feel valuable when...	I feel proud when...	I like a party when...
	I feel good about my...	I'm a failure when...	When I'm in a group, I feel...
	I'm grateful when...	When I do well in school, I feel...	My friends pressure me when...
	I could cry when...	Something I could teach is...	I feel lonely when...
	Something that bugs me is...	My ultimate goal is...	I want to be alone when...
	I like to make decisions about...	I would like to be...	My parents bug me when...
	My greatest fear is...	When I complete a task, I feel...	I feel shy when...
	Reading makes me feel...		I helped someone who who needed it when...
	It's important to me that...		

SPECIFIC QUESTIONS people ask after trying the circle technique:

1. What if very few kids participate?
   Hang in there. It takes them time to see that it's a safe place and that whatever they say will be accepted. Many kids watch and gradually join in.

2. I've been trying it a long time and my two shy kids don't say a word, but they seem to be listening.
   Relax. They benefit from hearing others, less shy, voice FAMILIAR feeling. Once the shy kids see more similarities between themselves and others, they might join in.

3. What if several kids repeat what someone else said?
   That's very reinforcing to the kid who first said it. Also, this is not unusual. The repeating kids heard an "accepted response," so they copy it. This might be the right size risk for them for awhile. Also, remember that what one person feels usually is SHARED by many others--a wonderful and reassuring discovery. A SPECIFIC TECHNIQUE you might use to capitalize on shared feelings and reduce repetitions is: For a popular response, ask "How many others of us feel that way?" Poll people and then ask for other responses: "Lots of us feel that way. Now what else does anyone want to share?"

4. What if everyone keeps passing?
   Your handle is too hard, too general or too risky. Or kids don't feel comfortable and there's something awry in the atmosphere you've established. Sometimes kids, especially older ones appreciate a variety of handles (e.g. Do you want to talk about angry feelings, happy ones?).

5. What if kids don't listen to each other?
   Make it absolutely clear how important it is to listen. If kids are just plain noisy, feel free to stop the circle and try it again another day. This seems to be a good way to show kids you REALLY think it's necessary for them to listen to one another.

6. What handles could you use after a fight?
   Some teachers hold circles at hot times like that. Personally, I avoid it. For me, circle time is special and safe, done when people can be accepting, trusting and least defensive. After a hot incident, rules are bound to be broken, feelings resented, etc. Try something else.

7. What if kids lie, e.g., a kid with no sister says, "My sister likes me because I'm helpful to her"?
   The circle is meant to get at feelings and concerns. By saying what s/he's saying, s/he's expressing something meaningful TO HER/HIM. Listen and accept it. If it recurs a lot, you might want to explore her/his meaning with her/him specially.

8. What if a kid says something bad, like "Something I wish I could do is kill my brother"?
   Relax. S/he's expressing a feeling. You might say "Your brother really makes you angry, doesn't he?" Perhaps, reflect back to kids the FEELING you think is behind her/his wish. This shows an acceptance of the feeling, without condoning the wish.

9. What if a kid gives an answer clearly aimed at hurting someone else or undermining the group?

For instance, if a kid says, "One thing that bothers me a lot is THE WAY JOHNNY/BETTY WEARS HIS/HER HAIR." Some teachers panic. Others discourage this by making the kid accountable for the statement, perhaps by saying, "Joey, after the circle, I want us to check out with Johnny/Betty how he/she felt about your response."

10. What happens when it's time to end the circle, but kids don't want to stop?

So as not to frustrate them, you could give them a minute or two in which to share other responses with the person next to them.

11. Do you run circles with a whole class?

I do often. It's a matter of preference. Some teachers work with half the class at a time.

12. Do you ever ask a kid to leave the circle?

I have, although I usually give a warning first, like "Betty/Johnny, I want you here in the circle, but you must stop talking." Also, it often helps to remind kids of the rule before the circle begins. If lots of kids are talking, I end the circle.

13. Does this technique every bring out feelings kids can't handle?

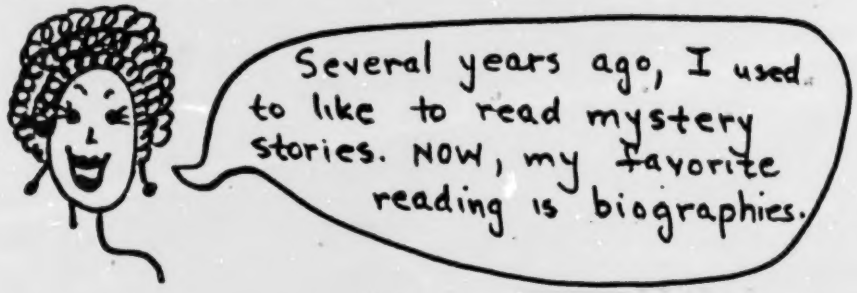
If you mean that a child might look sad or cry when she/he responds to a handle like "I feel sad when _____", yes. You might encourage the expression of feelings that make YOU uncomfortable. The child probably won't be uncomfortable with it unless she/he senses you are. What usually happens is that students do become sensitive to the level of sharing their group can accept and they stay within those limits. If you want to ENCOURAGE deeper sharing, you might have to model it yourself by sharing at a personal level and showing that it's okay.

14. Do secondary teachers use this? It seems to have been developed for elementary grades.

Many secondary teachers have used a modification of this technique with great success for a wide variety of purposes. For example, a mathematics teacher uses it to get students sharing their negative feelings and fears about doing math. A social studies teacher uses it to allow and encourage a more open forum when dealing with emotionally charged social issues.

APPENDIX THREE

CREATE "SHARING PAGE(S)" THAT FOCUS ON TIMES YOU CHANGED YOUR POINT OF VIEW, OPINIONS.



WHAT ABOUT YOU? HAVE YOU EVER CHANGED YOUR MIND ABOUT:

a food?	yes___	no___
a restaurant?	yes___	no___
a T.V. show?	yes___	no___
what you wanted for your birthday?	yes___	no___
the way you felt about a person?	yes___	no___

Shulkin, Doughty, Smith. The Together Book. Philadelphia, Penn.: School District of Philadelphia, 1974.

APPENDIX FOUR

YOUR GROUP HAS JUST RECEIVED A GIFT CERTIFICATE FROM KIDDIE CITY. IT IS GOOD FOR ANY ONE ITEM IN THE STORE.

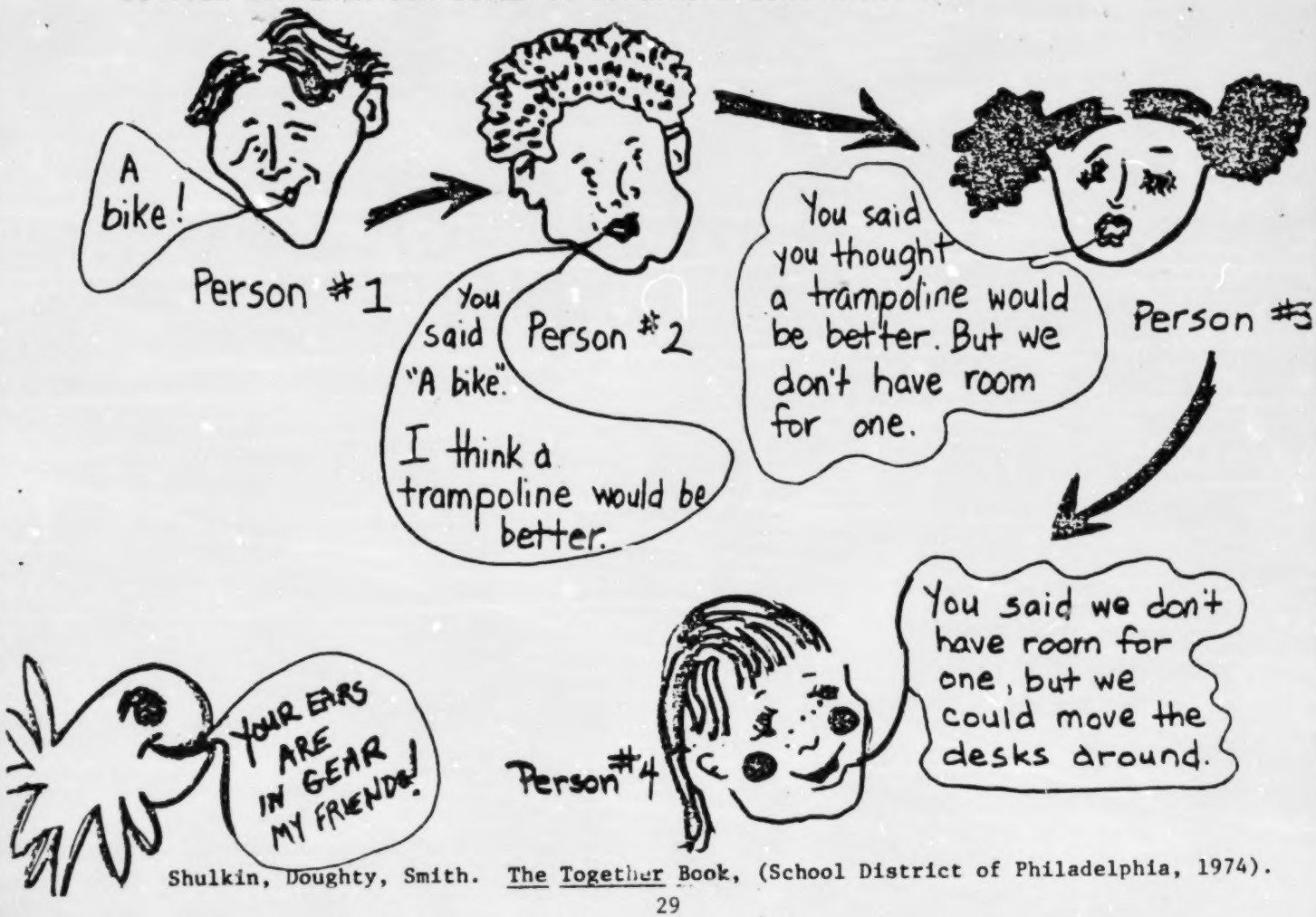
YOUR JOB AS A GROUP IS TO DECIDE WHAT YOU'LL GET. . .

BUT

HERE'S THE CATCH. . .

WHENEVER YOU TALK, YOU HAVE TO REPEAT WHAT THE LAST PERSON SAID BEFORE YOU CAN TALK.

SO YOUR CONVERSATION COULD GO SOMETHING LIKE THIS. . .


A bike!
Person #1
You said "A bike."
Person #2
I think a trampoline would be better.
You said you thought a trampoline would be better. But we don't have room for one.
Person #3
You said we don't have room for one, but we could move the desks around.
Person #4
YOUR EARS ARE IN GEAR MY FRIEND!

Shulkin, Doughty, Smith. The Together Book, (School District of Philadelphia, 1974).

APPENDIX FIVE

KILLER STATEMENTS AND GESTURES

For older students:

Have your students work in one large group or several small groups. Ask them to make a list of phrases or statements that they consider "put-down"--statements that would make them feel bad, or hurt, or insulted if addressed to them. Then, have them make up a list of "put-down" gestures.

With your students, explore the costs and benefits of using such killer statements and gestures. You might want to work on filling out a chart like this:

The person who sends killer statements and gestures:		The person who receives a killer statement or gestures:		When people in a class send one another killer statements and gestures:	
benefits by	loses by	benefits by	loses by	benefits by	loses by
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
etc.					

Ask your students to focus on the benefits under each column. Can they generate alternative ways to derive such benefits without suffering any losses? Conclude with a discussion that will, hopefully, lead to a classroom norm against using killer statements and gestures. To aid in enforcing this norm, students can be asked to think of a signal (word or gesture) that makes people aware that they have just violated this norm (thumb down or "killer phrase" or "number 7," etc.).

For younger students:

Ask your students, as a group, to generate a list of things people say to them that make them angry or hurt their feelings. Ask they look over the list, teach the term "killer words" and explain the reasons for this negative label. Together, propose alternative ways to express anger, frustation, or a need for power and attention, ways that do not have such negative effects. Finally, a rule can be made and posted that outlaws "killer words". A group signal (word or gesture) can be used to indicate that someone (including the teacher) just sent "killer words" to someone. For more ideas, see the next five pages.*

*Reprinted from S. Shulkin, K. Doughty, and S. Smith, The Together Book. (Philadelphia, Penn.: School District of Philadelphia, 1974).

FOR younger students

ONE THING THAT CAN REALLY MESS UP A GROUP IS

PUT-DOWNS !

THROUGH THE CENTURIES, PEOPLE HAVE ~~been~~ PUT DOWN WITH WORDS LIKE...

Shulkin, Doughty, Smith. The Together Book. Philadelphia, Penn.: School District of Philadelphia, 1974.

SOMETIMES PEOPLE GIVE A PUT-DOWN BECAUSE ANOTHER PERSON IS BOTHERING THEM.

THE TROUBLE IS PEOPLE JUST FEEL HURT OR MAD IF THEY GET A PUT-DOWN. THEY DON'T FEEL LIKE CHANGING.

IF YOU'RE REALLY COOL
YOU DON'T NEED
TO PUT PEOPLE DOWN!

SOMETIMES PEOPLE GIVE A PUT-DOWN BECAUSE THEY WANT TO LOOK COOL.

THE TROUBLE IS OTHER PEOPLE END UP THINKING THE PUT-DOWNER IS CREEPY, NOT COOL.

Shulkin, Doughty, Smith. The Together Book. Philadelphia, Penn.: School District of Philadelphia, 1974.

PUT-DOWNS

IN THE BOX YOU'LL FIND SOME PUT-DOWNS. YOUR JOB IS TO WORK BY YOURSELF FOR AWHILE AND FIND ALL THE PUT-DOWNS IN THE SENTENCES BELOW. CHECK THE RIGHT BOX. WATCH OUT! THEY AREN'T ALL PUT-DOWNS.

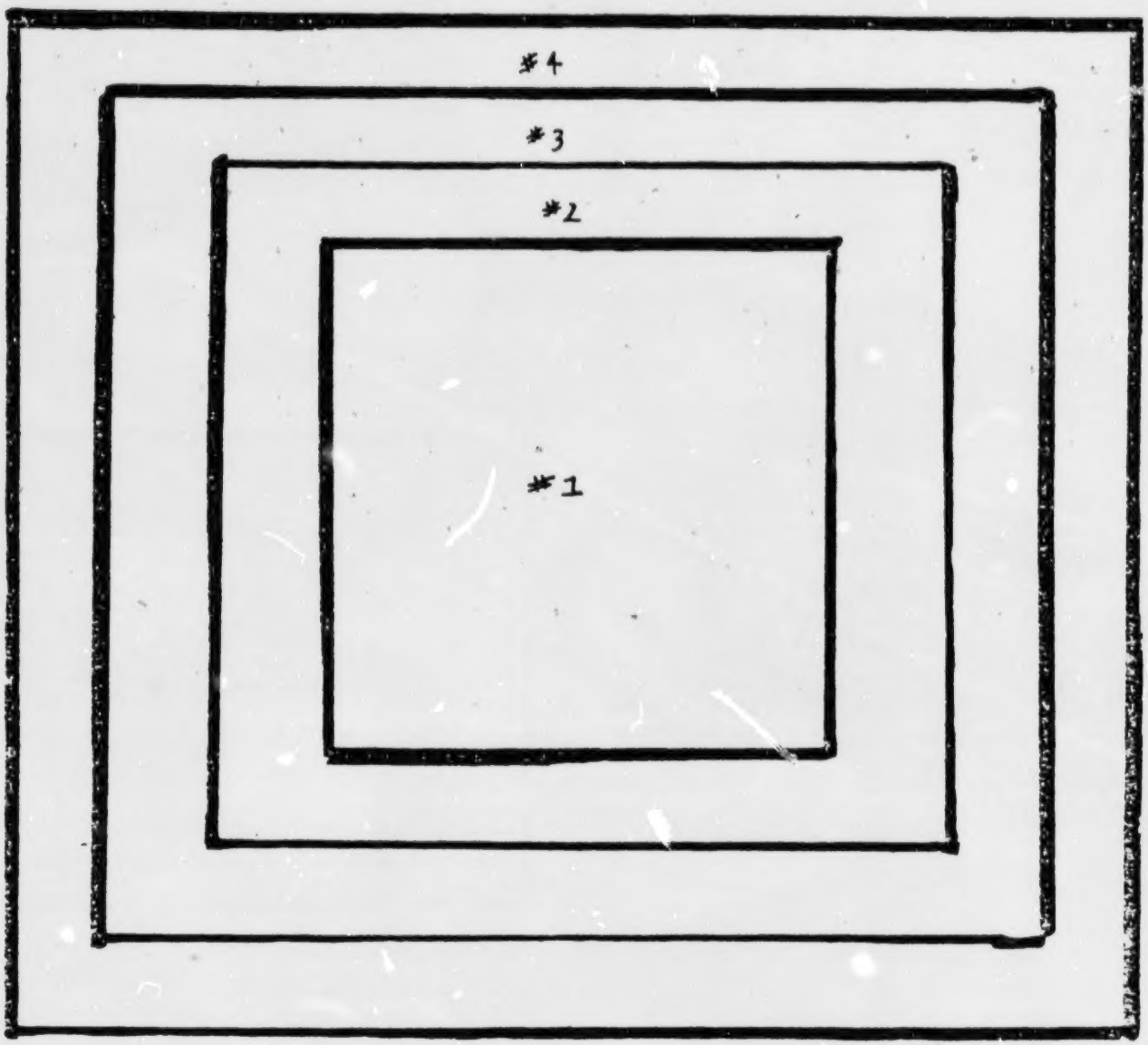
	This is a put-down	This is not a put-down
"That was a dumb thing to do."		
"I don't understand why you did that."		
"You talked for 15 minutes."		
"You have the biggest mouth in the world."		
"You want to play, Fatty?"		
"You want to play?"		
"Do me a favor and pass me the book."		
"Do me a favor and go drown yourself."		
Write a put-down you hear alot. →		

CHECK WITH YOUR GROUP, TELL EACH OTHER WHICH ONES YOU THOUGHT WERE PUT-DOWNS AND WHY.

FROM NOW ON, GROUP, YOUR JOB WILL BE TO LISTEN FOR PUT-DOWNS AND SAY

Shulkin, Doughty, Smith. The Together Book. Philadelphia, Penn.: School District of Philadelphia, 1974.

EACH PERSON IN YOUR GROUP WILL HAVE A CHANCE TO DOODLE. DECORATE OR DESIGN ONE SECTION OF YOUR DOODLE PAGE. PEOPLE MIGHT DRAW ANYTHING FROM AIRPLANES TO SQUIGGLY LINES.



<u>YOU</u> DOODLE IN THE CENTER SQUARE...#1. PASS THE BOOK TO THE NEXT PERSON...HE'LL DOODLE #2. THE NEXT PERSON DOODLES #3. THE NEXT #4. READ THE FOLLOWING PAGE FOR WHAT COMES NEXT.

Shulkin, Doughty, Smith. <u>The Together Book</u>. Philadelphia, Penn.: School District of Philadelphia, 1974.

Feedback

TAKE A MINUTE TO THINK WHAT PEOPLE SAID WHILE YOU WERE DOING THE DOODLE PAGE.

DID YOU GET ANY PUT-DOWNS?

WRITE THEM HERE

_____, I felt
(His or her name)
put-down when you
said _____

_____

_____

Check out whether s/he meant it as a put-down.

NOW YOU'RE READY TO CUT OUT YOUR DOODLE.

AGREE ON A PLACE IN YOUR ROOM THAT YOUR GROUP WANTS TO DECORATE.

DO IT!

Shulkin, Doughty, Smith. The Together Book. Philadelphia, Penn.: School District of Philadelphia, 1974.

APPENDIX SIX

HISTORICAL APPROACHES

Overview

You can help your students come to expect and value changes in the status quo and, at the same time, make it difficult for them to take a strong position against the women's movement by developing a lecture that makes the following points:

*Liberation has always come slowly, one group at a time. It usually takes decades to centuries to complete. The oppressed group has always had to demand their liberation because those in power never share it readily.

*Liberation--or the lack of it--is reflected in numerous aspects of the prevailing culture, e.g., in its laws, in its value system, and in its language and literature.

*Your students themselves are descendents of people who were considered at one time or another, to be inferior: too unintelligent and illiterate to be capable of governing themselves and too menial to be of much value or interest.

*The oppressed group usually believes some of the derogatory opinions of them held by the group in power. It usually takes a while for the oppressed group to convince themselves that they are not as inferior as they are being told they are. For this reason, some of the people being liberated, for a time at least, resist their own liberation.

What follows are some historical sketches you can develop to illustrate these points about liberation. The lectures need more specific historical facts to bolster their themes. See additional material (pages 34-37).

*Sketch #1: The class system is restructured in the Western world and men[1] get a chance for upward mobility.

"At one time in the Western world, only royalty were considered capable of ruling. They made the laws, got common people to carry them out, owned the land and resources, and wielded the power. Suffrage and representative government were nonexistent.

"Gradually, through centuries of struggles and wars, men other than royalty obtained access to power. Certainly all men did not come to participate equally in power and resources. However, over time, laws did come to reflect greater freedom for commoners. In England, for example, from the time of the Magna Carta on, but particularly in the 16th and 17th centuries, the right to a representative government was established. In the 1820's, men were finally granted universal suffrage. In the United States, men made similar progress during the Jackson administration (approximately 1829-1837). Men's right to own land and property was guaranteed even before their suffrage was secured.

"What happened over the centuries was that classes were restructured. Upward mobility could be achieved with money as well as because of birth and family. Naturally royalty, nobility and the wealthy who increasingly took incapable of ruling themselves. Common people, meanwhile, worried that perhaps the powerful were right. And, so, the liberation of common men proceeded with many of them dragging their heels for a long time."

[1]Throughout this lecture, the term "men" means "while males."

To demonstrate how the power structure in a country is reflected in the prevailing culture, one could follow the themes in literature during the above centuries. The theme of "courtly love" among the nobility predominates throughout the Middle Ages. Only in relatively modern times has literary attention been paid to the loves and sufferings, adventures and exploits of commoners.

*Sketch #2: The black liberation movement

"Blacks were uprooted from their own African cultures and forced into American culture via the holds of slave ships. Their situation represented the ultimate in bondage (nonliberation). The Emancipation Proclamation and the 13th, 14th, and 15th amendments to the Constitution guaranteed Blacks their basic freedoms. True liberation, however, has been a tediously slow process. Only in the Civil Rights movement of the last twenty years have black people been able to eradicate laws which, in actuality, have prevented many of them from voting, from living where they wanted to live, from obtaining an equal education.

"Only because Blacks began to demand more than menial jobs did unions, medical schools, colleges and companies begin to open their doors. Even then, laws had to be passed to require such changes. While it is true that Blacks have been supported in their movement by many white people, one has only to remember the violence directed against movement participants (dogs and police clubs in the South during the sixties, house bombings and bussing riots in Boston in the seventies) to realize that Whites, like other power groups in history, share their power slowly.

"Looking back today, it seems incredible that white people could have once believed blacks were too stupid to learn and to rule themselves, and too inferior to have such basic human needs as love, warmth, and family security, and the right to make their own choices in life.

"One can find the oppression of blacks reflected in literature and, more recently, in movies and television. On the whole, black heroes/heroines, inventors, and patriots have rarely been represented in history books or biographies. For years, Blacks have tended to be present in white literature as servants or villains. In movies we have seen all too often the shiftless, scared Black; the conniving, gambling Black, the faithful, 60-year-old black servant. These stereotypes are changing, but slowly.
movement has had to counter resistance from within as well as from without. Blacks had been told for so long that they were inferior that many had self-doubts. Black liberation initially meant not only changing existing conditions in this country, but undoing centuries of brainwashing as well."

*Sketch #3: The women's liberation movement

To develop a lecture showing how the women's liberation movement is consistent with other liberation movements, you can draw on the information presented on pages 34-37.

A few additional points you might want to make are:

*Today's economic system involves much more than merely land ownership. In this complicated system, still, women are discriminated against,

particularly when it comes to getting loans and credit. Most married women have to get credit cards in their husbands' names. And before 1976 it was difficult for a single woman to get a credit card at all. Only in 1976 were mortgage companies required by law not to discriminate against single women.

*Some age-old, popular beliefs about women have already become ridiculous
  -People used to believe that women's brain shrank with each childbirth.
  -People used to believe that women were too weak for office work.
  -At one time the Catholic Church held that women's souls were inferior to men's. The Council of Nice declared that women did have souls, but women only won that point by one vote.

*Hopefully, some time in the future, some beliefs that are still held concerning women will seem equally ridiculous:
  -This country isn't "ready" for a woman President. (Women are too emotional and weak to rule.)
  -Parents tend to place a higher value on a boy baby than on a girl baby. (Someone to carry on the family name.)
  -One research study showed that college students give significantly more credence to a report when it is written by a man than when it is written by a woman. (Men are more logical than women.)

This page and the following three pages are reprinted with permission from Women's Studies: Teachers' Resource Guide (1976), pages 40-44, available from the Office of Curriculum and Instruction, School District of Philadelphia, 21st and Parkway, Philadelphia, PA 19103.

Aim: To show that the Women's Liberation Movement of today is not a new phenomenon but a continuing concern from the nineteenth century.

Question: Specific examination of women's lives--why a movement to better the position of women?

Methods:

1. Have the students read pages 7-12 of the AEP Harvard Series - THE AMERICAN WOMAN. Also have students read the selection below - LEGAL POSITION OF MARRIED WOMEN. Teachers may want to read Gerda Lerner's THE WOMAN IN AMERICAN HISTORY, page 86 (Fanny Kemble and Divorce).

LEGAL POSITION OF MARRIED WOMEN

The legal position of married women was defined by Sir William Blackstone in his COMMENTARIES ON THE LAWS OF ENGLAND first published in the colonies in 1765. Blackstone, who remained a source of authority for lawyers and judges well into the nineteenth century, gave husbands, among other things, custody of the wife's person, guardianship of their children, ownership of the wife's personal property, control of her real estate, and the right to her wages.

Still again, history discloses the fact that women have always been made dependent upon men. Man established his control at the outset by superior physical strength, and this control in various forms has continued to the present.

"As with minors, though not to the same extent, she has been looked upon in the courts as needing special care that her rights may be preserved... Though limitations upon personal and contractual rights may be removed by legislation, there is that in her disposition and habits of life which will operate against a full assertion of those rights... Her physical structure and a proper discharge of her maternal functions--having in view not merely her own health, but the well-being of the race--justify legislation to protect her from the greed as well as the passion of man."

Muller v. Oregon, 208 U. S., 412 (1908).

WOMEN IN THE LABOR FORCE
1830-1860

1. Generalizations to be developed:

   A. The role of women in the labor force was limited to what was considered "socially acceptable forms."

   B. Female pay scales were lower than male pay scales even in the situations in which women performed the same work as men.

   C. Working conditions were generally poor, especially in terms of the length of the work day.

   D. The rights of women were limited in most states.

   E. Constitutional protection or relief was virtually non-existent.

2. Basic facts to be examined:

   A. Between 1800-1850, women were employed in more than one hundred industrial occupations. Generally, they were barred from professional status.

   B. Many women moved into the industrial role from the home work-shop of the previous century. Such industries as cloth and clothing, as well as shoe sewing fell into this category.

   C. With the advent of the factory system, the spinning jenny, and the power loom, there was a dramatic increase in the demand for women as workers.

   D. The generally accepted belief that women were basically inferior beings made training difficult to obtain.

   E. Wage rates varied from 1/4 to 1/5 of those earned by men. Often the accepted wage rate in the textile industry was about $1.25 a week or $60.00 a year. If a woman had to bring young children to work with her, the rate dropped to $35.00 a year.

F. The typical work day lasted "from sunup to last light." This translated into a 13-16 hour day. Normally, the day began at 5:00 a.m. and lasted until dusk. They were provided two meal breaks. Ventilation was poor in most factories and sanitary facilities were almost non-existent.

G. The early attempts at organization met with little success. The first strike by women occurred in Pawtucket, Rhode Island, in 1824 by workers in the shoe industry. Most of the women who took part were fired and "blacklisted." The first serious attempt at forming a women's labor union was the Lowell Female Labor Reform Association, 1845-1848. While this and similar organizations did manage to gain a few advantages such as a shortening of the working day, their lives were dismal and their gains few. Public sentiment and the courts of the period frowned on the constitutionality of labor organizations in general, and women's unions in particular.

H. In most states, women enjoyed few rights:

1. Often they could not own property.
2. They had no right to their own wages beyond the wishes of their husbands.
3. They had few rights to their husbands' or fathers' estates.
4. In most states they could not bring legal action in court.
5. They had no political rights.

WOMEN IN THE LABOR FORCE

THE TRADE UNION MOVEMENT
1860-1890

1. Generalizations to be developed:

   A. Renewed industrial activity after the Civil War was due to greater demand.

   B. The evident victory of the free labor system as a result of the war was, in reality, a defeat for the women's labor movement.

   C. The laissez-faire role of government tended to work against women.

   D. The introduction of more complex machinery decreased the value of low-skilled labor.

   E. The growth of labor organizations during the period did not realize immediate gains for women.

2. Basic facts to be examined:

   A. 225,000 women were gainfully employed in 1850 and this figure continued to rise.

   B. During this period most women found employment in the sewing trades.

   C. The first national unions to recognize and admit women as limited members were the Cigarmakers in 1867 and the Printers in 1869.

   D. During this period three basic forms of women's labor organizations developed:

      a. Working Women's Associations. These groups were basically social rather than political or economic forces. Their primary function was as a platform for the discussion of mutual problems. They accepted all working women into the organization.

      b. Protective Associations. These grew up in various cities: Chicago, New York, Philadelphia, Boston, and St. Louis. They were designed to aid working women with food and shelter. Often the women who found help from these organizations were working but were at the point of starvation. Many of these groups were aided by Susan B. Anthony through her newspaper, THE REVOLUTION.

      c. Women's Chapters of National Unions. Although these were slowest in growth of any of the organizations, they would prove to be the most rewarding to the movement. One of the few early women labor leaders was Agusta Lewis who was elected Corresponding Secretary of the National Printers Union in 1870. Generally, women were at a great disadvantage in previously all-male unions. They were distrusted. Although they almost always supported union activities and strikes, they received little support from their male counterparts in issues which pertained solely to them.

3. The early strikes by women were also generally total failures. In Troy, New York in 1869, the women collar workers struck for higher wages. They were not supported by the men's Launderers Union which refused to honor their promise to strike with the women. They received an unfriendly and unfair local press which demanded violence against the striking women. Eventually the strike was broken by the company threat of the introduction of paper collars. Those who took part in the strike were "blacklisted" and wages were lowered for the new employees.

   In 1872, the Daughters of St. Crispin struck the shoe works in Lynn, Massachusetts. They demanded equal pay with men performing equal labor. They could not gain the support of the national union.

4. During the period 1880-1890, the number of women in the labor force increased greatly.

   If we look at a distribution of women workers during the same period, we see the following:

Clothing Manufacture	389,000
Laundry-Cleaning	109,000
Cotton Textile	92,000
Other Textile	42,000
Shoe Manufacture	21,000
Containers-Boxes	14,000
Tobacco	11,000
Printing	9,000
Silk	9,000
Carpet-Rug	8,000
Hats	6,000

   This list is in no way complete and does not include more than 1,500,000 domestics at this time. The totals were taken from union records which were not exact.

5. By 1890, unions did accept women and their dues but did not offer much aid in organizing them. Most of the leadership came from their own ranks. Mary Sterling of Philadelphia was the lone woman delegate to the National Convention of Shoe Workers in 1883.

6. The largest single issue faced by all labor between 1860 and 1890 was the wage rate. Women suffered the double sting of depressed wages and sex discrimination. Wages ranged from $1.25 a week to $3.00 a week. In terms of labor cost, a fur coat selling at cost for $75.00 paid $1.00 to labor. Men's trousers valued at $7.00 paid $.15. Leonore Barry of Amsterdam, New York, a delegate to the National Convention of Textile Workers and a leading spokeswoman against low wages began work in 1864 for $.65 a day.

7. The movement began to make progress when united to the Knights of Labor. By 1890, with the demise of that union, women found much slower acceptance in the American Federation of Labor. One of the early organizers of A. F. of L. women was Mary E. Kenny of Boston in 1892.

APPENDIX SEVEN

SEX BIAS IN THE CLASSROOM
SOME QUESTIONS AND ANSWERS FOR PARENTS

*Question:
"What is sex bias?
*Answer:
"Sex bias is both an attitude and a way of behaving. It consists of arbitarily assigning certain traits, abilities, and expectations to people solely on the basis of their sex, regardless of their attributes as individual people. In that, it contains all the elements of stereotyping, and can lead to rigid patterns of belief and action which limit everyone involved--both the holder of the stereotype and the person who is expected to conform to it.

*Question:
"How does sex bias in the classroom limit children?"
*Answer:
There is sample evidence to suggest that sex-role stereotyping in the classroom has adverse effects on the personal growth, academic achievement, and career potential of all children, but especially girls. For children to reach their full potential in all these areas, they need to be encouraged to develop independence, initiative and autonomy. Yet research indicates that teachers are likely to reward girls for dependence, friendliness, and conformity and boys for autonomy, independence, and creativity. For both sexes, there is a tendency for more passive, dependent children to perform poorly on a variety of intellectual tasks, and for independent children to excell.

When children view certain school-related skills as more appropriate to one sex than the other, their development of these skills will be limited. For example, several studies suggest that many boys view reading as a feminine activity, and that those who do tend to be less motivated to excell in reading and to poorer readers.

Limitations in pursuing skill areas in school can lead to other limitations later in life. Girls who are not expected and encourage to achieve competence in traditionally male areas like mathematics suffer because they do not get the elementary and secondary school training they need to pursue a range of career opportunities. For example, in one systematic random sample of freshmen admitted to a large university in 1972, 57% of the boys had taken four full years of mathematics compared with 8% of the girls. The four-year mathematics sequence is required for admission to Mathematics 1A, which in turn is required for majoring in every field at the university except the traditionally female and hence lower paying fields of humanities, social sciences, librarianship, social welfare and education.

Another form of sex bias in the classroom is expressed through curricular materials. Textbooks used in all areas of the curriculum consistently omit the achievements of women and fail to show women in positive roles. Boys tend to be portrayed in 'active mastery' themes such as ingenuity, cleverness, industry, bravery, creative helpfulness, and competence while girls are shown as passive, altruistic, incompetent, and dependent. The development of a positive self-image in girls is inhibited when they find women portrayed negatively in their school text, or when they don't find women portrayed at all.

*Question:
"But boys and girls are different. Why should teachers treat them as if they weren't?"
*Answer:
A recent survey of research on psychological sex differences in abilities and personality concludes that individual differences within each sex are far greater than average differences between the sexes. Therefore, we should focus on the abilities of each individual, without imposing unnecessary limits based on stereotypes.

*Question:
"The whole idea of eliminating sex bias in the classroom implies that teachers should be concerned with imparting new values to their students. Why?
*Answer:
Such values as fostering the development of each child, respecting individual differences, and supporting equality of opportunity for all have long been part of the philosophy of American education and are presumably shared by most Americans. We have seem that the existence of sex bias in the schools is at variance with these values. Thus, in attempting to eliminate sex bias, we are attempting to ensure that the values shaping our school system in theory are actually put into practice.

*Question:
"Why should teachers spend classroom time teaching values instead of sticking to the curriculum?"
*Answer:
It has been amply documented that teachers, whether they wish to or not, have a great deal of influence over children's values and behavior. First, teachers have a strong influence as role models. Studies carried out over a wide age range indicate that children imitate teachers' behaviors and values. Second there is an increasing amount of evidence indicating that teachers' perceptions, expectations, and preferences influence student behavior. For example, when teachers reported that they believed boys to be less successful than girls in learning to read, the boys in their classes were far less successful than the girls. When they reported that they believed boys to be more successful than girls, results again confirmed their expectations. In another study, teachers demanded better performance from those for whom they held higher expectations, and praised such performance more frequenctly when it occurred. In contrast, teachers accepted poor performance from students for whom low expectations were held, and these students received less praise for performance even when they did well.
All of this evidence points to the fact that teachers influence students' values and self-concepts whether or not they try to do so. Given such power, it seems necessary for teachers to examine the values they wish to impart to their students and then devote classroom time to this very important role they play in their students' lives.

*Question:
"What's the difference if girls have limited career options? Careers for girls aren't that important. In fact, women shouldn't work anyway; a woman's place is in the home."
*Answer:
Whether they should or not, women are already working, and in greater numbers than ever before. Nine out of ten girls will work outside the home at some

time in their lives. Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, separated, or had husbands whose incomes were insufficient.

*Question:

"What's the matter with the traditional jobs that women have always had as teachers, nurses, social workers?"

*Answer:

In light of the career prospects for women today, some women must change their career aspirations. Since openings in the usual "women's" occupations will not be sufficient to supply jobs for all the women who seek work, they must choose alternatives in nontraditional occupations. Many of these jobs also pay higher wages and offer greater opportunities for promotion.

APPENDIX EIGHT

HOW TO USE ACTIVE LISTENING TO HANDLE RESISTANCE[1]

All teachers sometimes run into resistance: students don't always want to learn what the teacher wants to teach. This resistance can take many forms, from passive inactivity to open refusal to cooperate. Unfortunately, most teachers fail to decode this resistance as a clue that the students are having difficulty. Instead of listening to the resistance, they move in with roadblocks. Here are some actual classroom examples:

Situation: Elementary-school teacher asks students to draw six balls.

MATT: I can't make very good balls.

TEACHER: Oh, balls are easy to make. Yours are fine. (*Reassuring, Supporting*)

MATT: Not to me, they're not.

Situation: First-grade class is drawing pictures.

TODD: Teacher, my picture turned out real ugly, so I'm not handing it in. You don't want to see it.

TEACHER: I'm sure that it's fine, and I *do* want to see it, so please hand it in. (*Reassuring*)

TODD: (*Keeps his paper turned face down on his desk.*)

TEACHER: Right now, Todd! Hand it in! (*Ordering, Commanding*)

Situation: First day of school. Eddie is gazing out the window of his second-grade classroom.

TEACHER: What are you doing, Eddie?

EDDIE: Nothing. (*Pause*) Do we have to go to school all day?

TEACHER: Certainly we go all day. You went all day last year. What-

ever made you think we didn't have to go all day? (*Using Logic; Probing; Questioning*)

Situation: High-school English class is reading assigned material. Cory has his head down on his desk with his eyes closed.

TEACHER: What's the matter, Cory, bored? (*Interpreting*)

CORY: No, I'm sleepy.

TEACHER: (*Laughs*) Would you like us to bring in a bed for you and sing you a lullaby? (*Everybody laughs except Cory*) (*Sarcasm*)

Situation: Paul has taken all morning doing an assignment that the other fourth-grade students finished in only a few minutes. It is almost recess time and he is still not done.

PAUL: I can't finish this.

TEACHER: Paul, you are going to do that even if you have to miss recess, so I suggest you get to work. (*Threatening, Suggesting*)

Resistance against learning is almost invariably an indication that the student has encountered some kind of problem in his life that is interfering at that moment with his ability to function in the Teaching-Learning area of our rectangle. At these times, rather than punish him for experiencing a problem, it is a teacher's job to help the student return to the learning function as rapidly as possible.

Here is how one of the previous situations might have developed if the teacher had acceptingly heard the student out instead of using probing questions and logic:

Situation: First day of school. Eddie is gazing out the window of his second-grade classroom.

TEACHER: What are you doing, Eddie?

EDDIE: Nothing. (*Pause*) Do we have to go to school all day?

TEACHER: You really wish you were out there instead of sitting here in the classroom.

EDDIE: Uh-huh. There's nothing to do in here. You just have to sit in a seat all day and do papers and read.

TEACHER: You miss being able to play outside like you did all summer.

EDDIE: Yes. Playing games and swimming and climbing trees.

TEACHER: That was fun, so it's hard to give all that up and come back to school again.

EDDIE: Yes. I hope summer comes back soon.

TEACHER: You're really looking forward to next summer.

EDDIE: Yes, when next summer comes I can do what *I* want to do.

The teacher now hears Eddie's question about going to school all day as a *code for some problem he is having*. Instead of answering quickly, the teacher listens for the feelings behind the question. "Uniquely coded" questions are excellent clues that students are experiencing problems. We call questions uniquely coded when they ask the obvious; seem out of place; don't fit what you know about the student; or jar you with their incongruity.

Here are some questions that may not be requests for answers at all. They are highly coded messages, and under them lie problems:

"How does it feel to die?"
"Are we going to have a test on this stuff?"
"Why do we have to dress for P.E.?"
"Is math more important than science?"
"Why does this school require four years of English?"
"Is it time for recess yet?"
"Why do boys always have to show off?"
"Do you have to take a lot of math to be an engineer?"
"Did you ever have acne?"
"Why learn this stuff?"

These and thousands of other questions transmit many cues and clues, including the cue that active listening is needed. Sometimes these questions will be phrased as statements—e.g., "I'll bet you had acne when you were my

age," or, "It must feel horrible to die." Whether they surface as questions or as assertions, such messages require an active-listening response in order to get to the real problem.

Sometimes the resistance may be less subtle, as in the following exchange:

TEACHER: . . . So the United Nations was created to give nations a forum to solve their problems by negotiation instead of war.

STUDENT: That's a lot of bull. You don't know what you're talking about!

TEACHER: You're angry when you hear that.

STUDENT: You bet! It's more propaganda from the Establishment to keep the peons in line while the big powers rip them off.

TEACHER: You don't trust the United Nations. You see it as a device to oppress people, not help them.

STUDENT: (*Calming down*) Yes. It was started during World War II, right? Well, look at the world today. Wars, famine, energy crises, pollution, overpopulation. The same problems we had without the United Nations. The U.N. is no better than the governments of the big powers let it be, and they're all corrupt.

TEACHER: You're pretty discouraged about the ineffectiveness of the U.N.

STUDENT: Yeah. It's not the fault of the U.N., though. It's the governments that are letting industry ruin the planet and they're the ones that start the wars . . . and all they do is blab away at the U.N.

TEACHER: You're disturbed about the pollution and wars and disappointed that the U.N. hasn't been more effective in stopping them.

STUDENT: Right. We've got to do something to clean up our own government first. Then maybe the U.N. can take a lesson from that and start helping worldwide.

TEACHER: So, you see us first having to improve our government, *then* working on wider problems.

STUDENT: Right.

In many ways, overt and hostile resistance is easier to handle than the more covert kind. Many times teachers will say or do things that "push students' buttons." Then students have a need to spout off, to rid themselves of their inner anxieties. Having done so, like the student who railed against the United Nations, they may be ready to return to learning and listening. Teachers taking our Teacher Effectiveness Training course are encouraged to view these situations as *opportunities* to bring out into the open the feelings, attitudes, ideas, biases, and concepts held by students.

T.E.T. instructors say, *"Think of the student who 'takes you on' as your best friend in the class. He is probably speaking for others who hold similar views but haven't said so."*

Because students don't openly disagree, it does not follow that they agree. One teacher in a T.E.T. class related this experience:

> The administration in my district hired some consultants to help us teach drug education. One of the seminars was led by a person from the State Department of Education who gave the kids a lot of facts and figures that didn't make sense to me. Nobody said anything in the seminar, but you should have heard the kids in the parking lot!

Tuning in to the subtle clues, verbal or nonverbal, that students send when they resist your teaching will help open up the classroom environment, increase productivity, and enrich learning; and it will decrease the "parking lot" underground gripe sessions, whatever form they may take.